



Association for Democratic Initiatives

# Concept Paper

Kick-off seminar for promoting global/  
development education in EU candidate  
countries

**FYROM**

North-South Centre of the Council of Europe

in collaboration with

Association for Democratic Initiatives - ADI

**30 May 2014**

Hotel Stone Bridge

Skopje, FYROM



# Background Information

## The North-South Centre

The mission of the North South Centre of the Council of Europe, also known as the European Centre for Global Interdependence and Solidarity, is to provide a framework for European co-operation for the purpose of increasing public awareness of global interdependence issues and to promote policies of solidarity in conformity with the aims and principles of the Council of Europe. The North-South Centre is often described as the Council of Europe's window to the world, because its purpose is to assert the validity of the values upheld by the Council, democracy, human rights and rule of law, beyond the European continent.

The work of the North-South Centre (NSC) of the Council of Europe (CoE) developed in the field of global education aims at enabling learners to understand world issues while empowering them with knowledge, skills, values and attitudes desirable for citizens to face global problems. One of the core competences of global education is the ability to understand facts holistically, fostering multiperspectivity and the deconstruction of stereotypes. With this in view, global education encompasses development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education, all of which represent the global dimensions of education for democratic citizenship. The Centre's objective is to facilitate development, enhance and sustain strategies and capacity-building for global education in the member states of the Council of Europe as well as on a global level, targeting institutions and practitioners, both in the formal and non-formal sector.

Building on the work developed by the NSC for the promotion of global education, a Recommendation was adopted in May 2011 by the CoE Committee of Ministers to support global education in the CoE member states<sup>1</sup>.

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<sup>1</sup> [Recommendation CM/Rec\(2011\)4 of the Committee of Ministers to member states on education for global interdependence and solidarity](#)

## Global Education European Partnership

The NSC and the European Commission signed a Joint Management Agreement (JMA) in November 2008 for a period of three years (2009-2011), later extended to 2012. This JMA aimed at contributing to the efforts of the international community to strengthen public understanding and critical support for global and development education. The project was based on two main pillars: to strengthen global/development education (GE/DE) in the new member states of the European Union and to promote Africa-Europe youth cooperation in the context of the EU-Africa Strategy, targeting mainly civil society actors and local authorities. The project was coordinated by the NSC in close collaboration with national implementing partners – namely national civil society platforms – and in cooperation with CONCORD and the European Youth Forum. The project worked together with existing capacity building initiatives in the field of global or development education in Central and Eastern Europe, such as the DEEEP and TRIALOG projects and built upon these experiences and accumulated competences. Moreover, it complemented the work of the European Multi-Stakeholder Steering Group on Development Education (MSH) and aimed to put the European Development Education Consensus and the Council of Europe Recommendation on education for global interdependence and solidarity<sup>2</sup> into practice.

In the framework of this JMA, a series of national seminars were organised during which international guests and national stakeholders, from decision-makers to civil society representatives and educators, assessed the state of the art in the field of GE/DE in respective countries and identified issues at stake. The purpose of these meetings was to facilitate a multi-stakeholder dialogue, to learn from existing experiences, and to facilitate a coordinated work between decision-makers, civil society representatives and educators in the planning of a national strategy or of an action plan for the promotion of GE/DE in respective countries. This peer-learning methodology was subsequently complemented by a series of regional seminars for the Baltic Sea countries, the South East Europe/Mediterranean countries and the Visegrad countries.

In 2012, the 2<sup>nd</sup> European Congress on Global Education: *Education, Interdependence and Solidarity in a Changing World* gathered over 200 stakeholders in Lisbon to assess the work achieved since the first Global Education Congress held in Maastricht in 2002 (which established a European strategy framework for improving and increasing global education in Europe to the year 2015 – the *Maastricht Declaration*) and to work on a set of strategic recommendations to tackle issues at stake.

In the meantime a new JMA has been signed for the period 2013-15 and its programme of activities has been extended to EU candidate countries, hence foreseeing kick-off seminars in Croatia, Iceland, FYROM, Montenegro, Serbia and Turkey.

The first kick-off seminar was successfully held in Montenegro in May 2013.

The second and third kick-off seminars are planned in 2014 in two acceding EU countries. The kick-off seminar in FYROM will take place in Skopje, 30 May.

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<sup>2</sup> [CM/Rec\(2011\)4](#) of the Committee of Ministers to member states (Adopted by the Committee of Ministers on 5 May 2011 at the 1113<sup>th</sup> meeting of the Ministers' Deputies)

## Objective of the Meeting

To launch the process related to the strengthening of GE/DE policies in FYROM, the NSC will organise a kick-off event in close collaboration with Association for Democratic Initiatives-ADI. The objective of the meeting is to bring together all relevant national stakeholders in the field of education and global development education, as well as regional and international guests, in a consultation process.

While national seminars have been planned in the EU candidate countries over the period 2013-15, three regional GE/DE seminars complement this cycle: in the Visegrad region (September 2013); the South East Europe/Mediterranean region (December 2013); and in the Baltic Sea region (May 2014). Concluding this phase, a third GE pan-European congress is foreseen in 2015.

The seminar in FYROM, like the other national seminars planned, should strategically contribute to the development of global development education in the candidate countries, by bringing together state and non-state key actors in GE/DE. The seminar should produce a national report on the state of GE/DE and initiate a national strategy process, while contributing to the European GE/DE multi stakeholder process and to the implementation of the recommendations of the Lisbon Global Education Congress. The results of the seminar should also contribute to the foreseen 2015 GE pan-European congress.

More specifically, the objectives of the kick-off seminar are to:

- provide the space for sharing policies and good practices through national and regional exchanges;
- learn from the regional cooperation to improve GE/DE, namely building on the results of the previous JMA regional seminars (Baltic Sea Region, South East Europe/Mediterranean Region, Visegrad Region);
- strengthen the capacity building among the main stakeholders of GE/DE in FYROM;
- identify potential roles and commitments by key stakeholders at national level;
- identify complementarities between different policy fields for education and to identify potential joint actions for increased coherence;
- strengthen the development of a national strategy process by opening a continuous consultation/working process between national stakeholders;
- jointly elaborate the next steps in the implementation of the project, specifically through the elaboration of an outline for the upcoming national kick-off seminars;
- contribute to the ongoing discussion and monitoring process that should lead to the sound implementation of the Lisbon Global Education Congress strategic recommendations.

## Date & Location

30 May 2014

9h00 – 17h30

Hotel Stone Bridge, Skopje

## Organisation and Working Methods

The seminar is organised in the framework of the Joint Management Agreement signed between the EC and the NSC and is funded up to an amount of 9000€.

The co-organisers of the meeting are **Association for Democratic Initiatives**, as the implementing partner, and the **North-South Centre** of the Council of Europe.

The implementing partner will take the responsibility of organising the meeting, in particular local logistical preparations such as participants board and lodging, seminar room arrangements, interpretation, general rapporteur of the meeting, local and international travel arrangements (for the international guests from neighbouring countries involved in the previous JMA national or regional seminars) as well as contributing to the content of the meeting.

Co-organisers will contribute to the elaboration of the programme content, suggestions of guest speakers and proposal of participants to invite.

The programme will be jointly decided upon by the partners mentioned above, where national and international experts are expected to contribute to the meeting.

The meeting should be held in English and national language and simultaneous interpretation made available during the meeting.

The cost for participants representing non-state actors and local authorities will be fully covered by the project. Cost related to governmental participation will be self-financed.

## Programme Elements

- Introduction and welcome
- Key note speech on state of GE/DE in Europe *by invited speaker*
- Presentation of the Global Education Partnership (NSC-EC Joint Management Agreement) and the on going European processes on GE/DE *by NSC representative*
- State of the affairs in the new EU member states and presentation and good practices in some of the member states *by regional speaker*
- Needs assessment and definition of roles of key actors in the three year process of the Global Education Partnership *through multistakeholder workshop(s)*
- Thematic national working groups/workshops
- Conclusions and commitments and for the coming year(s)

## Participants

In total approximately 40 participants including stakeholders from FYROM, guests from neighbouring countries involved in previous JMA regional seminars and invited national and international experts, as follows:

- National NDGO platform (preferably members of CONCORD DARE Forum when applying), through platform directors or GE/DE working group coordinators;
- Educators, Academia representatives, Teacher training Institutes;
- Global Education Week Network national coordinator and CoE EDC-HRE network representatives;
- Local authorities;
- Ministries of Foreign Affairs, Ministries of Education and/or National Development Cooperation Agencies, preferably through MSH group and/or GENE members (when applying);
- National representatives from international organisations or platforms and projects relevant to the objectives of the project (e.g. European Youth Forum, DEEEP, Trialog, International Association of Educating Cities, OBESSU etc.);
- Other relevant EU member states that are identified;
- International/national experts.

## Expected results

The expected results from the working meeting are:

- To give impetus and momentum for increased actions by all key actors in the field of GE/DE in FYROM;
- Improved overall coordination and identification of the main needs at national and regional level;
- Common ownership and commitment to the GE/DE process within the three years frame of the JMA project;
- Identification of possibilities to further improve GE/DE in the different sectors in FYROM;
- Facilitate regional cooperation on GE/DE through experience sharing, good practices, capacity building and networking mechanisms;
- Provide the opportunity to learn from, and contribute to, the debates and strategy developments at European level;
- Concrete recommendations from key stakeholders for the follow-up action plan for the implementation of the Lisbon Global Education Congress Recommendations.

## Action plan:

- Concept note including the preliminary programme confirmed by the partners and submitted to NSC by 3 months prior to the event;
- Seminar venue confirmed by 3 months prior to the event;
- Contract between implementing partner and NSC signed by 2,5 months prior to the event. Payment received from the NSC by 1,5 month before the event (and key payments made incl. salaries, hotel booking etc.);
- Workshops agreed on, speakers/facilitators chosen, the programme further elaborated and logistics officer and seminar rapporteur designated within 2,5 months prior to the event.
- Organisation of the conference, distribution of invitations, promotion of the event, registration of participants, preparation of background materials etc. for the seminar starting 2 months before the event and running until the date of the event;
- Delivering the event on 30 May 2014 with possible coordination of organisers with speakers/facilitators one week before the event;

- The draft report from the conference will be written within one month after the event, proofread and circulated among partners. The final version submitted to the NSC within two months after the event.



# Background Documents

## Milestone Framework Documents

- [Reports of national and regional seminars](#) developed in the framework of the previous JMA (2009-2011);
- [Key Findings and Recommendations from the Country Reports on Global Education - 2011](#) - Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia;
- [Report on the Impact of Global/Development Education in the 12 New EU Member States](#) (written on the basis of the global/development education 2012 survey on the outcomes of the 2009-2011 National and Regional Seminars on Global/Development Education);
- 2<sup>nd</sup> Global Education Congress [Strategic recommendations](#), Lisbon 2012;
- Espoo, Finland Conclusions on Global Education in Curriculum Change: GENE, FNBE (2011). Available at [www.gene.eu](http://www.gene.eu) ;
- DEAR in Europe - Recommendations for future interventions by the European Commission. Final Report of the 'Study on the experience and actions of the Main European Actors active in the field of Development Education and Awareness Raising (DEAR)  
[https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR\\_Final\\_report](https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report)
- North-South Centre Global Education Guidelines (2008 / revised edition in 2012)  
[http://www.coe.int/t/dg4/nscentre/GEguideline\\_presentation\\_en.asp](http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp)
- Maastricht Declaration (2002)  
<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEgs-app1.pdf>
- Global Education Charter (1997)  
<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEgs-app2.pdf>

## European Recommendations

- Recommendation CM/Rec (2011)4 on education for global interdependence and solidarity (2011)  
[http://www.coe.int/t/dg4/nscentre/GE/GE\\_recommendation2011.pdf](http://www.coe.int/t/dg4/nscentre/GE/GE_recommendation2011.pdf)
- Recommendation CM/Rec (2010)7 on the Council of Europe Charter on education for democratic citizenship and human rights education (2010)  
<http://www.coe.int/t/dg4/education/edc/Source/Pdf/Downloads/6898-6-ID10009-Recommendation%20on%20Charter%20EDC-HRE%20-%20assembl%C3%A9.pdf>

- European Consensus on Development: the contribution of Development Education & Awareness Raising (2007)  
[http://www.coe.int/t/dg4/nscentre/GE/European\\_consensus-en.pdf](http://www.coe.int/t/dg4/nscentre/GE/European_consensus-en.pdf)

### Further Reading

- White Paper on Intercultural Dialogue : “Living Together As Equals in Dignity”  
Strasbourg , *Council of Europe, Strasbourg 2008*
- European Development Education Monitoring Report “DE Watch” (2010)  
[http://www.coe.int/t/dg4/nscentre/ge/DE\\_Watch.pdf](http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf)
- European Parliament Briefing paper on Development Education (2012)  
[http://www.europarl.europa.eu/RegData/bibliotheque/briefing/2012/120284/LDM\\_BRI\(2012\)120284\\_REV1\\_EN.pdf](http://www.europarl.europa.eu/RegData/bibliotheque/briefing/2012/120284/LDM_BRI(2012)120284_REV1_EN.pdf)

## GLOBAL EDUCATION IN MACEDONIA

### Country situation

Republic of Macedonia is a landlocked country of 25,713 square km, situated in south-eastern Europe, bordered by Serbia, Kosovo, Bulgaria, Greece and Albania. Since its independence in 1991, the country is a parliamentary democracy. The political system is divided into legislative, executive and judiciary power. The Constitution is the highest legislation in the country. The Parliament is the central and most important institution of the state authority and according to the Constitution, it is a representative body of the citizens and the legislative power of the Republic is vested in it. The President is elected in general and direct elections, for a term of five years. The executive power of the Republic of Macedonia is divided between the Government and the President of the Republic. The Government is elected by the Parliament of the Republic of Macedonia by a majority vote of the total number of Members of Parliament, and for its work it is accountable to the Assembly. One of the characteristics of Macedonia is that it is established as a state of the Macedonian people, as well as of the citizens that live in its borders and are part of Albanian, Turkish, Vlach, Serbian, Roma, Bosniak people and others. The commitment to foster the multi-ethnic character of the state is reflected in all spheres of the society and the state, on local and central level.

The 2001 census put the population at approximately 2.05 million. More than 580,000 people live in the capital Skopje, with another 13 towns and cities having a population above 50,000. The country is divided into 84 municipalities and the city of Skopje, based on the principle of local self-government.

Since the country declared independence, it has undergone a profound transformation process towards democracy and a market economy. In 1993, the country was admitted to the UN under the provisional reference of the Former Yugoslav Republic of Macedonia, pending a resolution of the name issue with Greece. In 1995, the two countries formalized bilateral relations on the basis of an Interim Accord and committed to start negotiations on the name issue, under UN auspices. The Interim Accord facilitated the country's accession to the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE). Twenty years after the UN started to mediate on the name issue, it remains unresolved. The Commission has recommended the opening of accession negotiations in 2009, 2010, 2011, 2012 and 2013. No decision has been taken by the Council to date.

Inter-ethnic relations in Macedonia have for the last decades been characterized by augmenting tension and segregation, both politically and socially. This is especially the case when considering the two largest ethnic communities; the Macedonians and the ethnic Albanians. With the signing of the Ohrid Framework Agreement on 13 August 2001, Macedonia commenced a trail towards peace and ethnic re-conciliation. The road has so far been convoluted and marked by a wide diversity of political manifestations depicting deeply rooted conflicts of interest.

## **Legal framework and key reforms in education system in Macedonia**

Over the past decade, a legal framework was created to regulate state commitments to efficient education, reflecting the main developments in the EU. A number of laws and bylaws have been adopted to this end, the most significant of which are: the Law on Primary Education (2008), extending the duration of compulsory education from eight to nine years; the Law on Secondary Education (2007), proclaiming secondary education compulsory; the Law on Higher Education (2008), bringing the architecture of higher education into line with the Bologna Process; the Law on Vocational Education and Training (2006); the Law on Adult Education (2008), and the Law on Education Inspection (2005). The comprehensive sector-wide National Programme for the Development of Education (2005-15) was adopted in April 2006 at a Parliamentary plenary session after undergoing a broad consultation process.

A new “Steps towards integrated education” strategy was developed with the OSCE support and adopted in 2010 as part of an effort to reinforce interaction between the ethnic communities and to facilitate the desegregation of schools. The strategy is intended to form a common umbrella that will ensure the coherent implementation of projects and initiatives supported by a range of international organizations.

Several other measures have been taken to improve education sector performance and contribute to new practices in such key areas as quality assurance in education (school self-assessment and integral evaluation); the incorporation of key competences in the curriculum; professional development for teachers and; external student assessment in lower secondary education. In line with the general government policy supporting a digital economy, the Ministry of Education and Science introduced information and communication technologies (ICTs) in various aspects of education, including use of the ‘e-diary’, digital content (textbooks) and application of the ‘one computer per child’ maxim.

## **Laws and policy documents that norm the system**

The education system in the Republic of Macedonia is normed by a set of legislative and policy documents adopted by either the Parliament or the Government. The following documents regulate the education system:

- **Laws:** The Constitution, The Law on Primary Education, The Law on Secondary Education, The Law on Higher Education, The Law on Bureau of Development in Education, The Law on Education Inspection, The Law on State Exam Center, The Law on Adult Education, The Law on Vocational Education and Training, The Law on Textbooks.
- **Policy Documents:** The National Programme for the Development of Education 2005-2015, A Concept for Nine –Year Primary Education, School Performance Quality Indicators (2009), The Strategy toward Integrated Education in the Republic of Macedonia.

**A Concept for Nine-Year Primary Education** in the Republic of Macedonia, adopted by the Government in 2007, introduced the new structure of the primary education and the new approach to teaching and learning process, setting the pupil's experiential learning in the centre of the education system. It is a general document setting the basic principles, goals, outcomes and the general framework of the primary education system. While setting the general parameters of the teaching process it provides substantial freedom to teachers in teaching and ways to achieve the outcomes. It introduces three distinctive development periods in the primary education cycle. It also introduces Life-Based Skills Education as a compulsory subject and Environmental Education as an elective subject, both in line with the principles of Education for Sustainable Development.

**The Law on Primary Education** was adopted in 2008, by the Parliament. It gives the legal framework to the Concept for Nine-Year Primary Education, and puts it into effect. The Law is very prescriptive on the normative side. But it follows the Concept in the general approach prescribing the basic outlines leaving implementation freedom to teachers and schools. It does not include principles or outcomes, only goals.

Both documents draw from **The National Programme for the Development of Education 2005-2015**, adopted by the Parliament in 2006. This policy document sets the general guidelines for educational development and insists on the promotion of cultural identity in a multicultural context. One of the goals and tasks given to education in 2005-2015 is the development of the individual "getting to know, understand and respect other cultures at national and international level".

The current **Law on Secondary Education** was adopted by the Parliament in 1995 with a number of additions to it to follow the major directions adopted in the primary education. The major changes include compulsory secondary education, Matura exam, computerization of schools, school evaluation, and decentralized school governance.

### **Institutional aspects in educating and training**

The Ministry of Education and Science is the leading policy body covering all levels and sectors of education, as well as science and research, although it shares responsibility for innovation with the Ministry of Economy and for pre-school education and vocational education and training with the Ministry of Labour and Social Policy.

At central government level, primary and secondary education is supported by the following public agencies accountable to the Ministry of Education:

- the Bureau for the Development of Education (BDE) –in charge of curricula, standards, professional development for teachers;
- the State Examination Centre – established as autonomous centre for student assessment in 2009, having previously operated within the structure of the BDE;
- the State Education Inspectorate – responsible for quality control of schools;
- The Vocational Education and Training Center – established as an independent institution in 2007 responsible for development of the vocational education and training (previously it operated as sector within BDE);
- The Adult Education Center, established as an independent institution in 200?? responsible for development of adult education;

- the Pedagogical Service – established by Law in 2011 to strengthen the child-raising skills of parents and to work with and counsel parents;
- the Directorate for Development of Education in Minority Languages;
- the National Commission for Textbooks – responsible for ensuring the quality of textbooks.

On the local level, Municipalities are responsible for the provision of resources and legal compliance, but uneven institutional and financial capacity among these entities has an impact on their performance.

An Education Management Information System (EMIS) was established and is in the process of being integrated into the policy cycle in its capacity as a source of information and evidence. The country has stepped up reforms and measures across the entire system and there is a need for the systematic collection and analysis of feedback among the many public institutions involved. EMIS has the capacity to play a vital role in improving the monitoring and feedback system.

### **Teacher training and learning in schools**

The Bureau for the Development of Education (BDE) coordinates professional development programmes for teachers in primary and secondary education. Programmes are implemented by accredited training providers and by BDE staff. International partners cooperate with the BDE in various areas of professional development for teachers and teacher training programmes.

The BDE works closely with several international donors and local organizations: USAID and MCEC on the Interethnic Integration in Education Project and Teacher Professional and Career Development Project; UNICEF with MCEC on improving literacy and numeracy in early years and Inclusive Education; the Goethe Institute on German language teaching; and the British Council on English language training for new teachers, amongst others.

NGOs and international organizations support the professional development of teachers in the early phases of their careers in areas related to education and social inclusion (OSCE), as well as with teacher key professional competences (MCEC), in particular entrepreneurial learning (SEECEL<sup>3</sup> and NCDIEL<sup>4</sup>). The Network of Entrepreneurship Educators, established in November 2011, is expected to reinforce teacher competences in this area.

### **Primary and Secondary Education<sup>5</sup>**

The school year at primary and secondary schools runs from the beginning of September until second week of June, for most pupils. Pupils attend school from Monday to Friday. With the decentralization in education, primary and secondary schools are the responsibility of municipalities. Costs for the public primary and secondary schools are covered by the Government.

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<sup>3</sup> South East European Centre for Entrepreneurial Learning ([www.seecel.hr/](http://www.seecel.hr/))

<sup>4</sup> National Centre for Development of Innovation and Entrepreneurial Learning ([www.ncdiel.mk/](http://www.ncdiel.mk/))

<sup>5</sup> Report on Education for Sustainable Development in Republic of Macedonia ([http://enjoined.edupolicy.net/files/ENjoinED%20National%20Report\\_Macedonia\\_FINAL%20PDF.pdf](http://enjoined.edupolicy.net/files/ENjoinED%20National%20Report_Macedonia_FINAL%20PDF.pdf))

Currently, the structure of the Macedonian education system is as follows:

- Pre-school education (kindergartens): age 0-6, not compulsory;
- Primary education (nine years divided in 3 periods): age 6 to 14, compulsory;
- Secondary education (three / four years): age 15 to 18 / 19 compulsory;
- Higher education, not compulsory.

**Pre-school education** is not compulsory, though highly desirable and useful for intellectual, emotional, physical and social development of children. It is organized in public and private kindergartens for children age 0-6 divided in groups: 0-2, 2-3, 3-4, 4-6 years old. Teaching and learning in all age groups is organized around the Early Learning and Development Standards for Children from nine months to 6 years.

**Primary education** lasts for nine years and it is compulsory. Language of instruction is Macedonian, Albanian, Turkish and Serbian. It is provided in primary schools and applies to children from six through fourteen years of age. Primary schools enroll children who turn six by the end of December in the school year of enrolment. Nine years of primary education is divided in three distinctive developmental periods: I-III, IV-VI and VII-IX grade. The new concept marks a shift in the approach to teaching and learning process towards creative thinking and problem solving, experiential and process learning.

*The first period, grade I-III, deals with “pre-operational level of thinking transfers towards the system of real operations“ ...“the pupils have enough time to systemize their experience and knowledge and acquire new knowledge. ... They should be allowed to learn from their experience, to handle objects, use symbols, ask questions, search for answers and compare their findings with those of other children.“ FC, p.15*<sup>6</sup>

*The second period, grade IV-VI age 9-11, “guide’s’ the development of thinking process of the pupils towards the stage where they can visualize operations, anticipate results, use systems of classifications.” FC, p.16*

*The third phase, grade VII-IX age 11-14, “The pupils ...reach conclusions on the basis of deductive thinking, give explanations, interpretations and develop hypothesis ... They use methods of determining cause and effect relations, as well as hypothetical and deductive statements such as ‘if...then““. FC, p.16*

**Secondary education** is compulsory since 2008. It is offered in public and private secondary schools. Language of instruction is Macedonian, Albanian, Turkish and English in private schools. Secondary schools are divided into Secondary Grammar Schools (*Gymnasiums*), and Secondary Vocational Schools (VET with a three- or four-year curriculum). The interest among students is greater for the gymnasiums and for the four-year VET schools than for the three-year VET schools.

The students make their choice among these schools upon enrolment. They can transfer to a different type of curriculum or school in the upper classes under the strict conditions and if they pass differential exams.

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<sup>6</sup> A Concept for Nine-Year Primary Education in the Republic of Macedonia, 2007

There are three types of Graduation exam: State Matura, granting Diploma, for pupils from both gymnasiums and four year VET schools that want to continue their education at universities; School Matura granting Certificate for completed secondary education, for pupils from gymnasiums; Final Exam, granting Certificate for completed secondary education, for pupils from four year VET schools.

### **Higher education**

Higher Education is not compulsory. It is offered in four public universities with dispersed programs throughout the country and a number of private accredited universities. Language of instruction is Macedonian, Albanian and English. Upon graduation from the secondary school pupils make their choice of the higher education institution and program based on their interest, scores from the State Matura exam and financial means. Twenty years ago, the country had two state universities whereas today there are five state universities and some 18 private higher education institutions. In the 2010/11 academic year 14 towns across the country had entities offering courses classified as dispersed higher education. The country joined the Bologna process in 2003 and the new Law adopted in 2008 brought in many changes: it gave the universities an integrated structure, introduced several new approaches in governance and student representation, strengthened the national Quality Assurance agency, established employer and international participation in quality assurance, and ensured compliance of the national quality assurance system to European Standards and Guidelines (ESG), described first and second cycle using the European Credit Transfer and Accumulation System (ECTS) and generic descriptors based on learning outcomes, aligned doctoral studies with the European Higher Education Area overarching qualifications framework, and, introduced the Diploma Supplement.

### **International Donor Support**

In 2011, under the IPA Component IV Multi-annual Operational Programme for Human Resources Development 2007-13, **the European Commission** launched two twinning projects to support secondary vocational education and adult education systems: Support to the modernization of the education and training system and Support to capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and fulfilment of elementary education for excluded persons.

**UNICEF** contributes to analysis and policy advice on topics of the social inclusion aspects of education, pre-school education and the quality of teaching and curriculum for improved literacy and numeracy.

**OSCE** has preferred interventions on social inclusion through education, with actions at levels ranging from strategic development, through analysis to teacher training.

**USAID** implements the following projects in the field of education and training: MCEC - interethnic education and teacher professional and career development; FOSIM - Roma education; Open the Window – for children with disabilities; Step by Step – Readers are leaders; My Career – to match unemployed young people with available opportunities and encourage the development of internships in the business community; YES Network – aiming to increase the employability of young people and to provide



support for career guidance in VET schools as one of the main components; institutional performance improvement – for the VET Centre on partnership working.

### **Education for Sustainable Development<sup>7</sup>**

There are several topics dominating the education debate in Macedonia. Inter-ethnic integration, computerization, decentralization, religious education, are some of the most discussed topics at present. Education for Sustainable Development (ESD) is fairly new concept used occasionally by education professionals and policy makers in the context of environmental issues. Sustainable development is on the margins of the interest of both education professionals and policy makers. It does not have the necessary public attention or the institutional will to push for its incorporation in the education system as a very important principle that needs to be integrated in the existing curricula from the very early age throughout the compulsory schooling.

In line with ESD principles are socio-cultural contents present in the curricula. Elements like cultural diversity, equity, ethics, peace, coexistence, conflict prevention, understanding “the other” is traditionally present reflecting multi ethnic and multi-cultural composition of society in the Republic of Macedonia.

### **Civil Society Environment<sup>8</sup>**

The principal law governing the environment in which the national CSOs operate is the Law on Associations and Foundations which addressed the weaknesses that the previous relevant law had. Although the Law brought progress in terms of liberalization of association, the introduction of the status of public interest organizations and regulating the economic activity of CSOs; however, the Law implementation remains to be a challenge and in particular its harmonization with other laws, especially those related to the tax frame for CSOs and mobilizing local funds so that the positive Law provisions could be used in practice. Law on Associations and Foundations was passed in April 2010 and replaced the Law on Citizens’ associations and foundations which was in force since 1998.

The vast majority of CSOs in Macedonia continue to be dependent on international donor funds. Collectively, foreign funding streams remain the single largest source of financial support for CSOs. The EU funds, principally through the Instrument for Pre-accession Assistance (IPA), are now the main focus of interest for CSOs. Other larger civil society supporters are Swedish Development Cooperation (SDC) and USAID. The only significant domestic source of civil society funding is central government, which targets a broad range of civil society organizations, of which associations and foundations are just one category. Policies for distribution of these funds, as well as transparency improved in the recent years, however further steps should be done particularly regarding the funds distributed through line ministries and lottery funds.

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<sup>7</sup> Report on Education for Sustainable Development in Republic of Macedonia  
([http://enjoined.edupolicy.net/files/ENjoinED%20National%20Report\\_Macedonia\\_FINAL%20PDF.pdf](http://enjoined.edupolicy.net/files/ENjoinED%20National%20Report_Macedonia_FINAL%20PDF.pdf))

<sup>8</sup> Technical Assistance for Civil Society Organizations, Needs Assessment Republic of Macedonia Final Report, Skopje (January 2014)

Funds provided by the local self-governments to CSOs although small are becoming more and more important source for the small grass-root organizations and their sustainability. Practices of individual and corporate giving although now emerging with increasing pace still could not be considered as significant source of founding.

### **Organizational capacities of the CSOs**

The number of registered associations and foundations in Macedonia according to data from Central Registration Office in April 2012 was 3,732. It is estimated that 40% of all the registered associations are sports clubs and cultural associations. In Macedonia civil society is predominantly located in urban areas. CSOs are poorly represented in rural areas, where organizations are less developed and tend to be less active than those in urban areas. A consequence of this uneven distribution is that many of the poor and socially marginalized are insufficiently directly represented by civil society. There is still cleavage within civil society along ethnic lines, with a large proportion of CSOs, even in multi-ethnic localities, mobilizing according to ethnicity or national ascription.

Regarding the level of development, there are only a small number of fully professional CSOs operating at the national level. These are well-developed, non-membership-based NGOs, usually located in the capital, working in the fields of socio-economic development, good governance and civil society strengthening through a range of capacity building activities, advocacy and lobbying. They are larger organizations with high levels of organizational capacities, technical skills and specialist know-how and are well prepared to compete for and manage large grants and service contracts available from international donors, such as the EC. The greater mass of other CSOs consists of smaller, semi-professional or voluntary membership-based organizations, working at the local level. They cover a wide range of special interests and target groups, and provide services to the community and their members including, in many cases, local-level advocacy on social policy, as well as raising awareness on certain issues and capacity building by means of education.

### **Type of activity and sector of operation**

Macedonian civil society covers a wide and varied range of target groups and fields of operation. Apart from the numerous sports and cultural clubs, among the most active are women's associations, which commonly work on raising awareness of gender issues and advocating of the mainstream of gender in public policy. Youth associations and human rights organizations are increasing in number and profile. There is also a new generation of young environmental associations. There is large number of organizations working expressly for the benefit of children and those with disabilities, as well as the relatively high numbers of professional associations. According to the report CIVICUS Civil Society Index (MCIC, 2011), in the last 5 years CSOs have been most active in the field of human rights and equality, and the least active in influencing the national budget. Regarding activities to influence policy-making, again, highest activeness exists in human rights and equality, then the processes of decentralization and the Ohrid Framework Agreement.

According to public perception, which is examined within the CIVICUS report, most organizations are working on citizens' empowerment, raising their awareness in various areas and provide services.

### **Professional Media trainings<sup>9</sup>**

In Macedonia, in 2010/2011 year, 163 electronic media have been registered, around 20 printed editions and approximately an equal number of Internet portals which offer serious informative content. The research on the level of education of the journalists who work in the electronic media is conducted by the Broadcasting Council. According to this research the number of journalist with a university education was almost twice higher than the number of journalists with high-school education in 2010. However, there is no data about the number of journalists who have education in the field of journalism.

Apart from the higher education institutions for directed and vocational education, the journalists from the Macedonian media have received and receive their professional education in the field of media through various training, conducted by various media and non-media citizens organizations and other types of organizations. In the past 20 years many projects have been carried out for improving the quality and the level of knowledge of the media professionals in the country. Training for journalists were organized since the beginning of the 90s, by domestic and foreign organizations, such as OSCE, UN, FOSM, USAUS, the programmes of the European Union, and from the domestic organizations. By the end of the 90s, after the foundation of the Macedonian Press Centre, a more constructive approach for training of the media staff was started. All these initial efforts in the direction of strengthening the knowledge of the professionals who already work in the media were almost solely based on foreign donation, which is also the case today, and, as well as in the other countries in the region, this is mainly due to the lack of interest of the media owners to invest in ongoing improvement of the knowledge of their employees.

In 2001, with the foundation of the Macedonian Institute for Media (MIM), a civil society organization supported by around 90 media, a more organized platform for training of journalists was started. During its ten-year existence, MIM organized a large number of training for journalists and other media professional staff. Training was organized for basic journalistic skills, but also for more complex forms of journalism, such as investigative journalism, and specific training for particular fields, such as reporting on differences, training for journalists working on economic and political columns, training for reporting during elections, training for reporting with the use of computer equipment, reporting on human rights, etc. In 2002 and 2003 semester courses were organized for the journalists with less experience, which were the first long-term educational undertakings for media staff. Training for the editors was also organized. In that period with professional support of the Danish School for Journalism, the preparations for the founding of a One-Year-Diploma-Programme in Journalism. During the preparation period of the One-Year-Diploma-Programme in Journalism, over 20 renowned journalists and editors went through a series of training for trainers, led by Danish lecturers and experts.

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<sup>9</sup> Macedonian Institute for Media, Development of the Media in Macedonia according to UNESCO Indicators, Analysis, Skopje, (2012)

During the four-year existence, from 2004 until 2008, over 90 young journalists received their education in the One-year school of journalism, out of which 80% successfully work in the Macedonian media, and some of them became editors-in-chief, editors, famous presenters and journalists in respected media. The experience from the One-Year-Diploma-Programme in Journalism motivated MIM, to found the School for Journalism and Public Relations, the only non-profit higher education institution specialized in journalism studies which provides the students with the highest amount of practical work, compared to the other faculties.

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